



# Positive Behaviour Policy

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Reviewed by: Deputy Head – Student Engagement and Welfare

This policy aims to outline our approaches to promoting good behaviour at Bedford Girls' School and how we respond to poor behaviour. The sections below highlight where to look for specific information and further policies and documents are found at the end of this policy.

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## **1. The culture at Bedford Girls' School**

At Bedford Girls' School we value and celebrate every member of our community; we are kind to each other and respectful to all members of the community. The atmosphere is calm, safe, purposeful and supportive and learning in all areas of the curriculum is prized. We respect ourselves, other people and our environment and acknowledge the value of all of these.

## **2. Establishing Expectations**

We teach how we expect students to behave at the start of each year or when new activities begin. Our rules and expectations are also outlined below. Expectations for positive behaviour are, in reality, taught and reinforced every day through explicit instruction, modelling and reminding by staff. Our form times, assemblies and PSHE lessons also teach us how to treat others and thrive in our community and beyond it. We expect students who have been at BGS for a period of time to model how to behave positively to those who are newer or younger.

### 3. School Rules

When we consult our community there is common agreement around our 3 key rules that should underpin all of our choices:

- Be actively kind and inclusive
- Respect yourself, others, property and our site
- Keep lessons focussed so everyone can engage and learn

The rest of the specific rules and expectations are found in our school rules in Appendix A.

### 4. The Positive Rewards System - Recognising Positive Behaviour

We notice and celebrate positive behaviour where students make good decisions and lift themselves and others up wherever we can. In doing this we lift each other up and reinforce what positive behaviour looks like. There is a system of rewards to acknowledge and record excellence through a pupil's school journey which is outlined here:

#### 4.1 House Points

House Points are awarded by staff for demonstrating the school values: being bold, imaginative and reflective.

#### 4.2 Certificates

| Certificate | Awarded for      | How it is Recognised   |
|-------------|------------------|--|
| Bronze      | 15 house points  | Presented by the form tutor.   |
| Silver      | 30 House Points  | Presented by the Head of Year. A letter of congratulation will be sent home by the Head of Year.   |
| Gold        | 75 House Points  | Presented by the Head of House. A letter of congratulation will be sent home by the Head of House.   |
| Platinum    | 90 House Points  | A letter of congratulation will be sent home by the Headmistress and a Book Voucher is presented to the student by the Headmistress or a member of the Senior Leadership Team at a whole school assembly |
| Diamond     | 120 House Points | A letter of congratulation will be sent home by the Headmistress and a Book Voucher is presented to the student by the Headmistress at a whole school assembly   |

### **4.3 Departmental and Head of Year Recognition**

Departments and Heads of Year often reward students for effort, participation or excellence.

### **4.4 Colours**

Colours are awarded annually to students in Years 10 and above in recognition of their contributions to Sports and Performing Arts.

### **4.5 Prize Giving**

Prizes are awarded annually to students for outstanding effort and achievement, for success in particular subjects, for endeavour and for services to the school and community. Values prizes are also awarded to those students who exemplify being bold, imaginative or reflective.

### **4.6 Awards Assemblies**

There are annual Sports and Performing Arts awards assemblies where students are recognised for their contributions in these areas.

### **4.7 Headteacher's Book of Excellence**

The Headmistress holds a Book of Excellence. Staff email the Headmistress to request that a student sign the book. They will be invited to the Headteacher's office to discuss their achievement. The Headmistress also sends cards home to recognise some achievements.

## **5. Addressing Incorrect Behaviour**

Following the school rules is the minimum expectation for a safe and calm environment at school. Young people do make mistakes and where a rule is not followed a member of staff will remind a student so it is quickly rectified. In the classroom, positive strategies to promote engagement and focus will be used and good behaviour in lessons is always expected.

If a student breaks a rule after being reminded by a teacher or breaks one of our 3 main rules, they can expect a conduct mark to be issued. If a student has an item they should not have in school, it will be confiscated and they will be advised where it can be collected from. A majority of items will be collected from the pastoral office at 4pm.

We use strategies to promote good behaviour in lessons and address any disruption quickly so that all can learn. In the extreme circumstance that these strategies are not being observed by a student, a member of the SLT would be contacted to come and collect them. Where this is required urgently another student can be sent to the school office to ask for a member of SLT. Otherwise the SLT and school office should be emailed to request assistance.

Conduct marks are monitored so that supportive interventions can occur. Form tutors are emailed when they are awarded and there is a review by the Heads of Year and the Deputy Head - Student Engagement and Welfare every 2 weeks to monitor for any concerning patterns. The points at which there will be a formal review of a student's behaviour are noted below. Gaining conduct marks is not necessarily a cause for any greater worry. When there is a

concerning pattern identified, the student's form teacher or Head of Year will contact home to make them aware of this and to discuss strategies to support them.

### 5.1 Homework

When homework is not completed a discussion will happen with the teacher and a new deadline will be agreed where required. A short detention of 15 minutes may be given if the work is not completed following this extension so it is done. Where homework is not completed after a chance is given or if this detention is not attended a conduct mark will be given.

### 5.2 Notifications and Actions for Conduct Marks

| Number of Conduct marks in a term   | Who is notified and will take action   |
|---|--|
| 3 conduct marks for the same indiscretion in a term   | Form tutor notified and a discussion to occur with the student with a decision made about appropriate follow up. If there is a concerning pattern, the form tutor will contact home.<br><br>Where these all relate to one subject it is likely that the Head of Department will intervene. |
| 5 Conduct marks of any type in a term   | Form tutor and Head of year notified and decision made as to whether a formal intervention is required. This will be communicated home by email or a meeting arranged if a concerning pattern is identified.   |
| 2 conduct marks for unkindness, not being respectful or disrupting learning                                       | Head of Year notified and an intervention at school to occur. Parents will be notified of this.  |
| 8 conduct marks of any type or 4 conduct marks related to unkindness, not being respectful or disrupting learning | The Head of Year will meet with the student to review the reasons for this and what support is needed. A Head of Year detention is likely to be issued and parents contacted to discuss plans to work together to support the student moving forwards.                                     |
| 12 Conduct marks of any type or 6 conduct marks for unkindness, not being respectful or disrupting learning       | A member of the SLT will review this and a detention is likely to be issued. Parents will be contacted to discuss plans to work together to modify the student's behaviour.  |

### 5.3 The Disciplinary Process

The table below is a guideline for students about the disciplinary process and how sanctions may escalate. This is a guideline only and further details about more serious incidents are found below.

| Stage of the disciplinary process | Outline of type of student behaviour  | Application of the positive behaviour policy      |
|-----------------------------------|---|---|
| 1                                 | One off breaking of school rule   | Teacher verbal reminder                           |
| 2                                 | Breaking one of our core rules or repeating a behaviour following a member of staff's verbal reminder.<br><br>Not completing homework after an extension and short detention are given. | Conduct Mark                                      |
| 3                                 | Repeated conduct marks  | Tutor intervention                                |
| 4                                 | Pattern of similar conduct marks or a concerning pattern of behaviour.  | Head of department or Head of Year intervention   |
| 5                                 | Concerning Behaviour  | Head of Year Detention                            |
| 6                                 | Repeated Concerning Behaviour or Serious Behaviour  | Senior Leadership Detention or Internal Exclusion |
| 7                                 | Repeated Serious Behaviour or Very Serious Behaviour  | External Exclusion                                |

### 5.4 More Serious Incidents

If a more serious incident occurs or poor behaviour is repeated then the Head of Department, Head of Year or, in rare and more serious circumstances, a member of the SLT will intervene. Parents will be informed of this so we can work together to support students. The chart below outlines the three types of serious incident.

More serious incidents will include evidence that they have occurred that will be recorded. Serious and very serious incidents will be determined following an investigation which will be recorded. When a more serious incident is reviewed by the appropriate staff there will be an exploration with the student about their welfare and the reasons for the incorrect behaviour. The discussion will include exploring what further support may be required and a check for understanding about why their behaviour is not appropriate.

In a majority of cases, repeated breaches of the school rules for the same type of behaviour will be escalated to a more serious sanction as outlined in the table below. When issuing an intervention or sanction, the individual needs of the students involved and the specific factors in the incident will be considered. This includes any SEND and pastoral circumstances for that student.

Factors that may mitigate the severity of an incident include but are not limited to honesty, taking responsibility,

SEND, age and educational experience.

Factors that may enhance the severity of an incident include but are not limited to being dishonest, putting others in danger, power imbalances and being on a school trip or in school uniform.

The table below outlines concerning, severe and very severe incidents. This list is not exhaustive and the severity of the incident may be modified by other factors, such as those above.

| <b>Concerning Incidents</b>                    | <b>Serious Incidents</b>   | <b>Very Serious Incidents</b>   |
|--|--|---|
| Willfully disrespectful to staff               | Extreme rudeness to staff, eg swearing or being offensive                | Repeated or very harmful bullying   |
| Repeated inappropriate behaviour conduct marks | Truancy from lessons or school   | Very offensive acts, in person or online  |
| Deliberate unkind act or repeated unkindness   | Offensive behaviour in person or online, including malicious allegations | Sexual harassment and abuse   |
| Repeated disruptive behaviour                  | Willful physical contact with others                                     | Racist, homophobic or any other behaviour targeting protected characteristics   |
| Repeated disrespectful behaviour               | Bullying   | Fighting or physical act intended to harm   |
| Repeated late marks                            | Bringing the school into disrepute (In person or online)                 | Having a prohibited item at school, as listed in the school rules   |
| Poor behaviour on trips or fixtures            | Repeated Concerning Incidents  | Seriously bringing the school into disrepute (in person or online)  |
| Intentionally missing a lesson                 | Damage of school or other people's property, including graffiti          | Physical acts towards staff   |
|  | Damage of school or other people's property, including graffiti          | Repeated Serious Incidents  |
|  |  | Theft   |
|  |  | Being under the influence of drugs, alcohol, tobacco or vaping (or any other intoxicating, harmful or illicit substance). |

## **5.5 Possible Sanctions for More Serious Incidents**

The list below outlines common sanctions and interventions used for more serious incidents but is not exhaustive.

### **Concerning Incidents**

Concerning behaviour will be dealt with by Heads of Year or Heads of Department in the first instance.

Consequences include:

- Intervention during school time, eg a reflective conversation or attendance at supportive sessions
- Detention
- Lesson by Lesson report card
- Behaviour Agreement

### **Serious Incidents**

These are dealt with by Heads of Year or SLT and consequences include:

- Meeting parents/guardians
- Placement on Daily Report
- HoY or SLT Detention
- Time out of school for reflection (in discussion with Head/SLT)
- Fixed term exclusion (internal or external)

### **Very Serious Incidents**

These incidents are dealt with by Heads of Year and SLT. Consequences include:

- Any helpful intervention described above
- Fixed term internal exclusion
- Fixed-term external exclusion
- Permanent exclusion

The school may refer a matter to the police if it believes a crime has been committed. The student and parents will be informed if this occurs and they will be supported as required.

## Appendix A – School Rules

### Our Core Rules

Be actively kind and inclusive

We complete homework on the date set unless a teacher agrees to an extension.

We bring the correct equipment for lessons as advised by the teacher.

We arrive on time for all lessons:

- = 8.40 - Form Time
- = 9.15 - Lesson 1
- = 10.40 - Lesson 2
- = 11.45 - Lesson 3
- = 1.55 - Lesson 4
- = 3.00 - Lesson 5

We expect to utilize the co-curricular opportunities at school positively.

We sign in and out when entering or leaving school during the school day.

We sign in and out of late care, arriving no later than 4.30 pm. Students cannot leave the site between the end of the school day and the start of late care.

We wear school uniform correctly as per the uniform guidance. We do not alter others' uniforms or appearance.

We keep lockers locked at all times and do not share codes with anyone else.

Mobile phones are kept in phone pouches by Year 7-10 students between 8.40 am and 4.00 pm.

Year 11 students may use their phones in their common room.

Sixth formers may:

- = Go to town at lunchtimes.
- = Use the astro car park only.
- = Use the Hub and Chequers.
- = Use their phones in Chequers and the Hub only

The following areas are out of bounds to students:

*The road side of Wing House, Labs (except in lessons), Any storage cupboard, Staff offices, The long jump pit and cricket nets (except in lessons), Any roof or raised area not accessed by stairs, Classrooms not allocated to your class/form/year, Beyond the school fences (during the school day, except 6th form at lunch time), Chequers for Years 7 to 11 (except 4-4.30)*

Respect yourself, others, property and our site

The following items are not allowed at school:

- = Chewing Gum
- = Energy Drinks
- = Medicine or other drugs (unless used in line with our medical policies)
- = Large amounts of money or expensive items
- = Correcting fluid
- = Any electronic broadcasting or tracking device
- = Animals or pets
- = Nuts or products containing them
- = Aerosols
- = Any other disruptive or harmful item

The following are prohibited items for which your property could be searched. It would be a very serious incident if these were brought to school:

- = Illegal drugs, alcohol, smoking and vaping equipment
- = Weapons
- = Pornographic images
- = Stolen goods
- = Laser devices
- = Fireworks
- = Any illegal or clearly harmful item or substance

No images or videos are to be captured anywhere on the site without express permission.

Bikes may not be ridden on the site.

We walk on the left down corridors and on trips out. We walk calmly, are polite to others, and hold doors open.

We only eat outside the building and in the dining hall.

We always use bins for our rubbish.

Keep lessons focussed on everyone being able to engage and learn



## **Appendix B – Expectations of Students, Staff and Parents**

### **Expectations with regard to students**

Students will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow instructions given by the teacher
- follow the routines explained by school staff. School routines are in appendix D.
- behave in a reasonable and polite manner to all staff and students
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- follow the school rules

### **Expectations with regard to staff**

Staff will be expected to:

- be punctual and create a swift and purposeful start to the lesson
- Clearly explain their classroom routines to students and revisit them regularly
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom
- teach and model expected behaviour and positive relationships
- issue clear guidelines with respect to deadlines

### **Expectations with regard to parents/guardians**

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure students come to school wearing the correct uniform, that they are correctly equipped and prepared to work
- provide a supportive environment for homework

## Appendix C - School Uniform

We want students to wear their uniform and their PE kit correctly and take pride in their appearance. Full details of the uniform can be found on the parents' area of the school website and in The Guide to Life. All teachers should regularly check students are wearing their uniform correctly.

Below are outlined some of the details:

### Years 7 - 11

Tights: plain black opaque for Years 7 and 8. Sheer black permitted for Years 9 and above if preferred.

Socks and tights should not be worn together.

All school shoes must be black leather and heels should be flat. Shoes should enclose the foot and remain securely on the student's foot. Students should not wear trainers.

Smart tailored grey trousers may be worn by any student (available from Schoolblazer)

A plain black coat or BGS bench coat. No furry or fluffy hoods.

A grey cardigan may be worn by students in Years 11 and above.

School scarf and hat. Gloves: plain black.

Hair should be tidy and of a natural colour. Shoulder-length hair must be tied back in practical lessons and when appropriate. Hair accessories should be discreet.

Any jewellery worn must be discreet; only two studs and no ear bars or hoops or nose piercings, one simple necklace, one ring and one bracelet are permitted. No other piercings are permitted. Jewellery should be removed in lessons as appropriate. In PE all jewellery must be removed, including studs. Ears must therefore be pierced during the summer holidays so that studs can be removed during PE lessons.

Nail varnish must not be worn.

Only students in Year 9 and above can wear makeup if they choose to do so; it should always be natural and minimal.

Bags should be plain and black in colour and should be sturdy enough to carry textbooks and A4 files safely. Schoolblazer backpacks from the Junior School may also be used.

### Sixth Form

Grey suit with damson lining. Smart tailored grey trousers to match suit jacket (optional).

Tights: black or natural, sheer or opaque.

Shoes of any colour, should be smart. Trainers are not permitted.

Students may choose a smart coat of any colour.

Students may wear the grey BGS sweatshirt, a grey cardigan or the damson jumper, all from Schoolblazer.

Sixth formers are allowed to wear nail varnish. Makeup should be discreet. They may wear earrings, hoops or studs. Jewellery should be discreet.

Sixth form students have more flexibility with hair style and colour. Shoulder-length hair must be tied back in practical lessons and when appropriate.

### **Wearing kit during the school day**

If they have a sports match or an off-site practice **immediately** after school, they may get changed at lunchtime.

If they are leaving for a fixture **during** the school day they should have changed into their PE kit in the previous break/lunchtime.

If they have a PE lesson P4 **and** a practice after school they can stay in PE kit for P5.

Students are allowed to go home in their PE kit if they have had PE P5.

### **Other points:**

Kit and uniform should not be mixed (i.e school skirt and hoodie, or skort/shorts and blazer).

School PE hoodie only. Other hoodies should not be worn in school.

## Appendix D - School Routines

Routines are any behaviours that should be performed identically most or all of the time. Routines become automatic, allowing more time to be given to learning.

### Start of the day routines

- Students should enter the school via the student entrances and not the main reception entrance unless they are arriving with parents/guardians.
- On arrival at school, outdoor clothing including coats and items not needed for the morning lessons should be placed in lockers.
- Students may then go to their form rooms or to the hospitality suite if breakfast is required. Year 11s may go to their common room. Sixth Formers may also go to the Sixth Form Common Room or Chequers.

### Arriving into school late or leaving school early

- Students should sign in or out by scanning the QR code at Reception.
- A note or email request should be received by the students' form tutor requesting late arrival or early departure.

### Classroom routines

Teachers will have their own specific routines but there are some general behaviours that all teachers will expect:

- Students should arrive on time to lessons. If a student arrives late to a lesson without an acceptable reason, the teacher will mark this as late in iSAMS, recording the number of minutes late and the reason for the lateness. Heads of Year will collate the data on lates each half term and this may result in a HoY lunchtime detention.
- Students should enter the classroom as directed by the teacher. Some teachers will ask students to line up in the corridor until they arrive.
- Students should take their seats as directed by the teacher, take out the equipment they need for the lesson and put their bag under the desk.
- Students should wait for the teacher to tell them to pack away their things and leave the classroom.
- The room should be left tidy with rubbish in the bin and chairs or stools pushed under desks.
- Students fill up their water bottles before lessons, at break or at lunchtime.

### Assembly routines

- Students return to their form room to be registered.
- The form tutor will escort the form to assembly.
- Students walk with their form tutor to assembly in silence from the appropriate point.
- Students sit in silence in the assembly venue.
- At the end of assembly, students wait silently to be dismissed following the routine explained by the Head of Year or the person taking the assembly.

### Locker routines

- Each student is assigned a locker.
- Students should only visit lockers to collect equipment at morning break and lunchtime. At other times with permission of a member of staff.
- PE bags should be stored inside lockers.
- Students should not sit on the floor or eat in the locker area.
- Students should use the locker to store personal items. We do not recommend that valuable items be brought to school. Harmful substances are not allowed in school and should not be brought in. These include all the prohibited items in the school rules.

- Lockers should be emptied prior to school holidays under the direction of the Head of Year.

### Corridor routines

- Movement around the school should be calm and orderly. Students should not run in the corridors.
- All are asked to keep to the left to ensure smooth flow of people.
- If students are waiting to enter a classroom, they should be standing up and should stay close to the wall in single file.
- No food or drink should be consumed along the corridors.

### Use of the form rooms

- Students are allowed to use their form room before school
- Year 11 students may use their form rooms during morning and lunch break and their common room, all other students are expected to go outside unless it is raining; they may then use their form room.
- The ground floor study rooms for years 7-10 should be used for school work only in a quiet and studious manner
- Students should sit on seats and not on tables or the floor.
- No food should be eaten in the form room.
- Form rooms should be left tidy after use.

### Dining Hall routines

- At break time, students should queue sensibly to buy tuck. All food should be eaten in the dining room. Litter should be placed in bins.
- At lunchtime, school bags should be placed in lockers and not left in form rooms or in any other areas around the school.
- Students who have school lunch should queue in an orderly way according to the schedule below and follow instructions given by the staff on duty. Sixth Formers may access Chequers at any time during lunch break.

| Year group | Time    | Queuing area |
|------------|---------|--------------|
| 7          | 12:45pm | Green room   |
| 8          | 1:15pm  | Green room   |
| 9          | 12:45pm | Drama Foyer  |
| 10         | 1:15pm  | Drama foyer  |
| 11         | 12:45pm | Drama Foyer  |

- Once students have finished their lunch, all rubbish should be disposed of, and trays, crockery and cutlery placed in the racks.
- Mobile phone use is not permitted in the dining room.

### Changing room routines

- Students should change quickly and lock any valuables in their locker.
- Students should not use changing rooms as social areas at any point in the day.
- Students should only use the changing rooms for changing for sport.
- Food should not be consumed in the changing rooms.
- PE staff will explain the specific routines regarding changing for sport.

### End of school routines

- Students should collect their belongings and leave the premises quickly.
- Students should leave the school via the student entrances and not the main entrance.
- Students waiting for school buses should wait by the supervised bus shelter behind the railings and not on the path outside.
- Mobile phone pouch unlocking stations are found on the wall next to Kilpin House and the fence near the bus shelter.

## **Boundaries on the school site**

- Students in Years 7 - 11 should not leave the school site during the school day.
- Students are not allowed to access the rear staff car park
- Students should not access the grassed area between the astroturf pitch and the hedge on Cardington Road, including the bus shelter, during the school day.

## **Late care routines**

- If students are making use of the After School Study Room they should collect everything they need from their locker and sign in to late care by 4.15pm. They may sign in at 4:30pm if they are getting food from Chequers.
- Once students have signed in to late care, they must remain in the designated area.
- Students may sign in to late care after co-curricular activities.
- Students can remain in Late Care until 7pm.
- Students must sign out of Late Care when they leave to go home.
- Students should not go off site between the end of the school day and going to late care.

## **Routine for visiting the Health Centre**

- If students are feeling unwell, they may visit the health centre.
- They should not call their parents to pick them up without seeing a member of the nursing team first.
- Students should go to reception and inform the member of staff on reception that you wish to go to the Health Centre.
- Unless urgent, visit the Health Centre before school from 8:15 am, at break time, at lunchtime or after school until 4:15pm, avoiding lesson times.
- Ring the doorbell at the Health Centre and then you will need to follow instructions given by the nursing team.

## **Routine for individual music and speech and drama lessons**

- When students have a music lesson, they should sign out at Reception using their iPad to scan the QR code.
- They will need to enter the reason for signing out: Music lesson or Speech & Drama
- They will need to sign in at the music block
- The register will be updated by the office with this information

## Appendix E – Further guidance

### Linked Policies

Discipline and Exclusion Policy  
Anti-bullying Policy  
Academic Honesty Policy  
Pastoral care Policy  
E-safety Policy  
Safeguarding and Child Protection Policy

### Other documents

Behaviour in schools: Advice for headteachers and school staff. July 2022.

[https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting\\_documents/Behaviour%20in%20schools%20%20advice%20for%20headteachers%20and%20school%20staff.pdf](https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Behaviour%20in%20schools%20%20advice%20for%20headteachers%20and%20school%20staff.pdf)

### Notes on the law related to Detentions

What the law allows:

Teachers have authority to issue detention to pupils, including same day detentions.

A detention outside normal school hours will be lawful if it meets the following conditions:

- the pupil is under 18 (unless the detention is during lunch-break),
- the headteacher has communicated to pupils and parents that detentions outside school session may be used, and
- the detention is held in any of following times:
  - a) any school day where the pupil does not have permission to be absent;
  - b) weekends during term - except a weekend during, preceding or following the half term break; or
  - c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

Parental consent is not required for detentions

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a significant mental or physical health appointment;
- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent